DOCUMENT RESUME

ED 246 963 JC 840 436

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TITLE Flexistudy: A Development at Barnet College. Coombe Lodge Case Study. Information Bank Number 1351.
INSTITUTION Further Education Staff Coll., Blagdon (England).
PUB DATE Jul 79
NOTE 28p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Education; *Correspondence Study; *Extension Education; Foreign Countries; *Nontraditional Education; *Open Education; Postsecondary Education; Program Descriptions; Tutorial Programs
IDENTIFIERS *Flexistudy (United Kingdom); United Kingdom

ABSTRACT

An outline is presented of Barnet College's flexistudy program, a system for providing a wider range of learning opportunities through a more flexible arrangement of course times and content to students who are unable to attend college regularly, who are too few in number to form a specialist class, or who wish to start school at some time other than September. After an introduction to the college, its objectives, and the student population, an overview of the operation of flexistudy is presented highlighting the role of tutorials arranged with personal tutors. Next, the modes of student recruitment, student selection policies, and entry requirements are discussed. Following this are sections on the use of written work and tutorial help, administrative concerns, student fees, staff payment, the financial basis of flexistudy, and student statistics. Next, a commentary on the flexistudy scheme emphasizes the student's freedom to enroll at any time during the year and to choose the pace at which he/she wishes to study; and presents arguments for and against flexistudy and traditional delivery systems in terms of the quality and cost of learning. Appendices include a discussion of the relationship between Barnet College and the National Extension College, Great Britain's only non-profit-making correspondence college offering courses to the general public; samples of student flexistudy programs; and various flexistudy forms. (HB)

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Coombe Lodge
Case Study

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FLEXISTUDY

A DEVELOPMENT AT BARNET COLLEGE

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Staff Tutor

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July 1979.

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Acknowledgements

The Further Education Staff College is grateful to members of staff from Barnet College, who provided information and advice for the preparation of this paper. In particular we would like to thank Heather Barton (Tutor Organiser), Peter Marshall (Head of Faculty of Community Studies), Nye Rowlands (Vice-Principal), and Harry Sacks (Tutor Organiser).

Barnet College and the National Extension College have published Flexistudy: a manual for local colleges in order to help colleges set up Flexistudy schemes. The manual is a comprehensive document and should be studied by all contemplating starting any form of distance teaching. It is available from N.E.C. price £1.75.

This case study derives from a research project which was funded by the Council for Educational Technology and is extracted from the CET Working paper no.19. Thinking about open learning systems by Douglas Spencer.

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FLEXISTUDY - A DEVELOPMENT AT BARNET COLLEGE

Introduction - The College

Barnet College serves the further and adult education needs of those who live in the north and east of the outer London Borough of Barnet. There are 139 full-time staff and 266 part-time organised in five faculties:

Art
Business Studies
Communications
Community Studies
Technology

In addition to the main site in the centre of Barnet there is the Stanhope Centre in Finchley 3 miles away and considerable use is made of local school premises for adult and community work. In all there are 900 full-time, 3,600 part-time, and 7,500 evening students.

The Objectives

Flexistudy aims to provide a wider range of learning opportunities to a larger section of the community than is catered for by normal college provision. In particular it aims to cater for those who are unable to attend college regularly, those who are too few in number to form a specialist class and those who wish to start at sometime other than September. At present the first of these three categories predominates.

Collaboration with the National Extension College is a key feature of the developments at Barnet where the present scheme has grown out of the provision of Saturday conferences for NEC correspondence course students. The co-operation is whole-hearted and continuous, and at the moment one of the Barnet staff is on loan to NEC under a CET funded arrangement intended to foster the spread of Flexistudy schemes. A brief description of the NEC and the Saturday Conferences and Linked Courses are given at Appendix A.

A typical week-end conference programme is at Appendix B.

Flexistudy - An Outline

The following extract, taken from the Barnet College Flexistudy leaflet conveys the essential features of the scheme as experienced by the student and at the same time gives a good impression of the general tone of the operation.

> "This is how it could work for you. You could call at the College without even necessarily having decided which course you want to follow. By talking with course advisers, whose advice will be unbiased and aimed solely at fitting you and a course happily together, you choose the one you want and meet the person, who for the next year, will be your personal tutor.
>
> After you have enrolled, you will receive all relevant National Extension College printed material. It will include a number of written assignments which your tutor will mark, comment on and

return to you. (The numbers vary from course to course, averaging 12). There will be roughly the same number of occasions during the year's study when you will be expected to come to Barnet College to attend small tutorial classes where you will meet fellow students who are following the same course. These meetings will be arranged on days and at times convenient to the tutor and students.

At these tutorials you will be able to sort out study problems with your tutor, whom you will also be able to contact for the same purpose on the telephone at any time in the year. Additionally, you will have access to all the necessary College Library and other facilities - including audio-visual aids such as films, tapes and handouts - just as if you were regularly attending full or part-time classes at Barnet College.

So, for students whose personal circumstances make it difficult to come to a class at a fixed time each week, Flexistudy combines the flexibility of a correspondence course with the face-to-face contact and other advantages of day or evening classes."

Student Recruitment

The scheme was formally launched in September 1977 with the issue of three leaflets (covering 28 courses) with the usual college publicity material prior to the start of a new session. Subsequently, local press and radio have been used and free space obtained in a local "shoppers' guide". By the end of 1977 there had been 120 individual course enrolments and by the end of 1978 the number had risen to more the 350. This rate of growth exceeded all expectations and has led to a virtual cessation of all publicity for the time being.

About two-thirds of the students come from north London and most of the remainder from Hertfordshire. A small number come from further afield, only about 6% come from outside the College's usual catchment area.

At the start of the College year only those who would have difficulty in attending at the time of normal day or evening classes are accepted together with a relatively small number for whom the subject is simply not available locally. Once the College year has begun the normal classes are not open to new students: the scheme also provides a useful safety-net for the remaining students where drop-outs lead to the closure of a class.

Anyone thinking of taking a course is interviewed by one of the Flexistudy advisers where the working arrangements are described in detail and the would-be student counselled as to the best course to pursue. The only entry requirement is a likely capability of successfully pursuing the course. The adviser passes the student to an appropriate tutor who gets in touch with the student by telephone or letter as at Appendix C.

Patterns of Written Work and Tutorial Help

Once the student is assigned to a Tutor the way they work together is very much left to them, but, it is possible to identify some general features of the scheme. In brief:

a. Students with particular needs, e.g. for laboratory work or for language laboratories make use of the College facilities, but apart from these relatively small numbers little use is made of the main College library.

b. The nature of the tutorial activity varies greatly from subject to subject and tutor to tutor, but the general pattern is one of comment on students' assignment work submitted earlier. With such a pattern the student who does little assignment work poses the problem of how much pressure the tutor is entitled to bring to bear to make the student more industrious in terms of assignments. But, as long as a number of students are attending the same tutorial the problem does not appear to be widespread. Science tutorials are obligatory for their practical content.

c. At the outset most tutors negotiate mutually convenient times for tutorial meetings with the majority of their students and most students attend at those times: four or five weeks is a typical interval for such meetings, but the gap narrows as students approach examinations.

d. Where almost all the students on a course are unable to find any mutually convenient time the arrangement of tutorials becomes a problem, both in terms of the time taken by a large number of one to one meetings and by the administrative burden of arranging them.

Administration

The administration of the scheme, together with the related Link Courses and Saturday Conferences is in the hands of two Lecturer IIs who comprise the Flexistudy Unit responsible to a Senior Lecturer in the Faculty of Community Studies. They are assisted by the secretarial staff attached to the Faculty.

They interview all would-be students and collate students' progress reports from individual tutors using the form shown at Appendix D.

Fees

The total fee charged for a particular course is made up of four elements - assignments, tutorials, NEC Materials, and administrative charges. A typical fee for a course would be made up like this:

10 assignments @ £0.65p.	=	£6.50	(standard charge)
10 tutorials for	=	£6.50	
NEC Material	=	£6.00	
Administrative charges	=	£3.00	
Total Course Fee		£22.00	

The assignments and/or tutorials may be purchased separately with a small additional charge for admin.

Payment to Staff

The payment system for tutors is separate from the normal salaries procedure. They are paid £0.65 for marking each script and the current tutorial rate is £5.50 per hour (based on £5.46 for B Grade). The tutor is entitled to claim £5.50 for each group of 5 tutorials given - that is equivalent to an average class size of 5. The tutor maintains a register - at Appendix E and submits claims using the forms at Appendix F.

Financial Basis of the Scheme

The scheme is self-financing. Looking at the four components of the fee it will be seen that three of them, the NEC Materials, the assignments and the admin. charges (an estimated figure) match their costs precisely. The tutorial fee has been fixed so that it too will cover its own costs - the apparent discrepancy is explained by the allowance made for student fall-out.

By summarising the individual student record cards it is possible to check on the current state of the account in terms of cash in hand against future tutorial and assignment entitlements. A balance can be struck at any time and a holding account allows monies to be transferred from year to year. At any point it is possible to measure payments received, payments made and remaining tutorial obligations. Annual balance sheet is, therefore, unnecessary.

Student Statistics

Barnet College have suggested that for the purpose of the Further Education Statistical Return a student will be registered only once - at the start of the course.

It has also been suggested that a typical O or A level course can be imputed and related to a normal general education class of two hours' duration for 30 weeks. With this approach a student attending all the tutorials would be credited with 60 hours. Originally it was thought that attendance would be approximately 50% so each Flexistudy student would count as 30 student hours, but recent evidence suggests that the attendance figure is well above the half that was forecast. (This section is now subject to urgent review. In fact Flexistudy compares favourably with evening part-time class attendance in all respects).

Commentary

Thus far this paper has given a simple description of three developments in the management of learning at Barnet College. Although each development has been made to meet a different student need, they have one common element in

their approach. They are all attempts to marry sets of learning material with the resources of an LEA college for the benefit of different groups of students. There are many other possible ways in which these two types of learning inputs might be combined. However, innovation is not an easy process, and it is to Barnet College's credit that with the aid of the NEC, they have managed to launch Linked Courses, Saturday Conferences, and Flexi-Study, all within the space of less than ten years.

The basic concept behind both Linked Courses and Saturday Conferences was to add something extra to improve the learning on an existing course. NEC texts were added to conventional classroom teaching in one case, and in the other the human tutorial element was grafted on to a correspondence course. In both cases the management of the course remained much as before. The Linked Course continued with its regular timetabled class, and the correspondence students went on following their courses from NEC texts. Something had been added to these courses which hopefully improved the students' learning. In all other respects they remained part-time college students or NEC students as before.

In launching Flexi-Study, however, Barnet College advanced into less familiar territory. They enrolled students as college students but with a non-conventional learning contract (e.g. the right to negotiate a convenient time for their tutorial class). It is worth emphasising that Flexi Study offers students degrees of freedom not available to most part-time students. Flexi Study students can enrol at any time during the academic year (and, in principle, it should not be difficult to enrol them during the vacations) each of them can choose the pace at which he or she wishes to study, and again each individual can finish the course at a time convenient to them. Barnet College stresses the point that it is by offering these kind of flexibilities that they can attract students into the College, who would normally find it impossible to follow a regular part-time class. However, in order to cater for the needs of these students the College has had to develop (and is still developing) novel managerial and administrative procedures.

Flexi-Study depends on the availability of structured learning texts. Its method of operation is to substitute this material for the great bulk of the classroom teaching on courses. It thus treats classroom teaching and learning texts as close, although not perfect (i.e. a tutorial element is retained), substitutes from the point of view of the learner. This proposition has been put forward many times and the arguments for and against normally cluster around two sets of issues.

(i) The Quality of Learning. In an extreme form one could put the defence of the status quo in the following terms: 'Written learning texts, however well designed, cannot be a substitute for teaching. Texts are inherently an inferior means of learning for students and they should only be used when for some reason a student has no access to a conventionally taught course.' Although this view is very widely held it is a difficult argument to sustain. The type of teaching experienced by students depends on the personalities and views of each of their teachers. There is no common standardised method of teaching which is public and open to informed comment and debate. Indeed in many cases feedback from the students on their classroom experiences is discouraged (or at best, not encouraged). The term "teaching" covers such a wide variety of individual methods and activities that it seems extremely dubious to contend that 'teaching' in general is either better or worse than some other method of learning.

The previous paragraph says no more than that there are good and bad teachers. This statement raises an interesting point about whether the good teacher (however we define such a person) is the best learning aid available. One is tempted to respond that even in this case the answer would depend on the psychology of the individual student. However, this is not the issue at stake with Flexi Study, since this method does not imply that learning texts can be substituted for all the functions carried out by teachers in the classroom. There is a place, albeit a much reduced place, left for student/teacher interraction as an essential part of the course. Thus under Flexi-Study the students spend most of their time learning direct from the NEC texts, and this offers many advantages (e.g. they can tackle the material at their own pace; feedback to the student is provided through self-assessment questions and marked assignments; the material is written down and can be commented on and criticised by college students and teachers alike). The personal tutorial element then provides the essential complement to this learning process (e.g. it can deal with unexpected and individual learning difficulties; it allows students to explore and test out their grasp of concepts; it may boost their motivation and interest). It is worth stating, of course, that how far texts may be substituted for other means of learning is partly dependent on the nature of the subject concerned. In general written texts are more suited to the development of theoretical, rather than practical, skills.

(ii) The Cost of Learning. The second objection rests on the grounds of cost. Preparing high quality learning texts is an extremely time-consuming, highly skilled, and costly operation. On the other hand, once a text has been prepared for a course, one would expect the teacher to have only a limited role(i.e. one that is confined to marking, giving feedback comments on written material, and perhaps providing some limited tutorial support). Thus in broad cost terms, relative to a conventional taught course, one would expect courses based on learning texts to have high fixed costs but low variable teaching costs. On this basis one would need to make the operation economic by recruiting very large student numbers per course, since in this way the fixed costs would become a low figure per student learner. In very general terms the amount of investment that is made in developing course material should be related to:

a. The quality of the learning text desired.

b. The likely size of the student population that will take up the course. High quality, high cost material needs large student numbers to justify the development expenditure.

At the present time the operation of these two factors means that most colleges wishing to enter this field, would either have to combine with other colleges to produce common material, or they would have to obtain it from an external source. Quite obviously Barnet College has opted for the latter course of action. Interestingly, the NEC provides material for 'A' and 'O' level GCE courses, and 'A' and 'O' level students now account for about one third of FTE students in non-advanced further education.

Turning to the specific case of Flexi Study it is perhaps easiest to explore some of the cost implications of this scheme by examining some of the Barnet College figures.

Barnet College proposals:

1 hour's teaching per week remitted for each 30 students on a teacher's case load.

Number of Flexi-Study students on roll in November in any year taken to give imputed teaching and student hours on the basis of 50% of a GCE class with 30 meetings of 2 hours = 30 hours.

Average tutorial size of Flexi-Study should be 5.

On this basis in one year a case load of 30 students would generate 300 student hours (given an average of ten hours tutorials per course), at a teaching time cost of 60 hours (6 groups of 5 students, each group entitled to 10 hours tutorial), with an average class size, by definition of 5. For purposes of comparison one might imagine a fairly typical 'A' level course at a college as having 6 hours of teaching per week with an average class size of 20. The comparison in staff-time terms would then be between 60 hours a year (Flexi-Study) and 204 hours a year (conventional course assuming a 34 week teaching year). Additionally, student numbers catered for would be 30 (Flexi Study) and 20 (conventional course).

One last point is worth making. The figures above are illustrative only, and they depend partly on Barnet College's asumptions and partly on assuming a conventional 'A' level course has 20 students being taught 6 hours a week. However, they do show that Flexi-Study makes a very different use of teachers' time compared with that made by conventional courses.

* * * * *

APPENDIX A

BARNET COLLEGE AND THE NEC

The NEC

The National Extension College is Britain's only non-profit making correspondence college offering courses to the general public. There is a fairly wide choice of studies available, and the Course Guide for 1977/78 offered the following categories:

(i) Introductory Courses (pre-'O' level), e.g. French Beginners; Square One (elementary mathematics): How to Study Effectively.

(ii) G.C.E. 'O' and 'A' Level Courses.

(III) Open University Preparatory Courses.

(iv) Special Interest Courses, e.g. Algol Programming, Child Development.

(v) University of California Courses, e.g. Anthropology, Elements of Music.

(vi) Preparation for a range of degree and professional examinations.

The NEC, like its commercial rivals, is concerned with distance learning. Its aims it to enable its students to learn successfully with very little formal class contact with a teacher. In order to do this it relies heavily (except at the degree and the professional level) on the use of correspondence texts. It describes it 'teaching' method in "Study at Home. Guide to Courses 1977/78":

> "We believe that learning should be an exciting experience and that it can only be so if you have interesting and attractive texts to work from. That is why we put so much emphasis on the production of first class course units..... A correspondence text must fulfil many functions. It should inspire you; it must inform you; it must help you to check your own progress. NEC courses are designed to do all this, and more. Every NEC course splits up the syllabus or subject of study into course units - from 3 to 32, depending on the course. Normally each unit contains teaching sections, worked examples (in Maths and Sciences), personal progress tests with answers. Advice on reading and practical work. In the case of examination courses, the later units contain guidance and practice..... Every NEC course contains a number of assignments for you to send to your tutor. Each assignment consists of questions for you to answer and will take from 1 hour to 3 hours depending on the course."

The student learning therefore dpends on the structured learning material contained in the correspondence texts, and feedback is provided by the self-assessment questions and by the tutor-marked assignments. However, although this material may be ideal for the learning function, it cannot meet all the psychological needs of the students. Learners, especially when they are learning in isolation, often need extra support to cope with flagging interest or motivation, or with the feeling that they may not really be able to cope. The NEC is very aware of this problem. It runs a Student Advice Service to help people make a sensible choice of course on enrolment and enrolled students are encourated to make full use of their course tutors for advice and help. Copies of 'A Students' Handbook' and a magazine called "Home-Study" are

provided free to all students. However, the NEC believes that more needs to be done for the students, and this is one reason why it has sought involvement with LEA colleges in recent years.

Earlier Collaboration

Over the past few years Barnet College and the NEC have experimented with various forms of collaboration, and prior to the introduction of Flexistudy have developed three ways of working together. These methods are described in some detail in the following sections.

Barnet College began organising Saturday Conferences for NEC correspondence students in 1971. It found, as might be expected, that most of the people attending these conferences were young mothers, shift workers and others whose irregular working hours made it difficult for them to follow a regular part-time course. The Barnet Saturday Conferences take place four times a year and the topics to be offered are arranged in advance and issued in a brochure at the beginning of the academic year. The subjects offered vary from year to year but they normally include the following: English from 'O' Level to degree work, History, Biology, Sociology, Degree Psychology, and Open University Preparatory Courses in Literature and Science. A programme of a sample conference organised in 1977/78 is shown in Appendix B.

The 'teaching method' employed at the Conferences is to encourage informal discussion within small seminar groups. The aim is to build up the interest and motivation of the students, to give individual help and reassurance if it is needed, and to enable the group to cover some aspect of the course they may have found difficult to tackle on their own. The College has found no difficulty in finding people willing to act as tutors on the Conferences. The students are willing and anxious to learn, and are therefore very rewarding to teach. However, the turors need to have, or be willing to develop, some special skills related to this type of tutoring. The following are illustrative of the sorts of difficulties with which they must deal:

(i) Contact time with the students is very limited and therefore the overall teaching method needs careful planning (i.e. which topic or theme is appropriate, in what way should the discussion be structured, how much reliance should be placed on handouts?).

(ii) The students are unused to group work and need encouragement if they are to participate. Since the tutor and students are strangers to each other this is no easy task to accomplish.

(iii) The students in one group will be of varying ability and will be at different stages of their course since the NEC has no set enrolment time. Hence the tutor has to adopt a flexible approach and must seek to accommodate the needs of all the students but avoid the danger of becoming too vague and general.

The Conferences are intended to be self-supporting. The students pay a fee to cover the payment of tutors and administrative support plus the cost of a packed lunch and morning and afternoon coffee. In 1977/78 this fee was set at £4.00, which meant that the above costs would be covered if an average of eight students per seminar group were achieved.

As with many educational ventures it is difficult to measure the success of Saturday Conferences. Barnet College has had favourable feedback crom many of its ex-students and believes that it is meeting an important need. The enrolment figures (from 1974 to 1977) are shown below:

Saturday Conferences - Enrolment Figures

	Winter		Spring		Summer	
	1	2	1	2	1	2
1973-4	31	29	35	38	37	36
1974-5	59	57	65	65	77	70
1975-6	63	69	79	69	69	69
1976-7	42	47	63	49	51	--

The enrolments for the more popular subjects were:

1976-77 English Literature ('A' level) 11, English Literature and English Language ('O'level) 17, Open University Preparatory Courses 13, History ('A' level) 15, History ('O' level) 16.

1977-78 English Literature ('A' level) 49, English Literature and English Language ('O' level) 5, Open University Preparatory Courses 12, History ('A' level) 17, History ('O' level).

It is worth pointing out that Barnet is only one of a number of colleges offering Saturday Conferences. Other colleges involved (as at December 1977) are:

Sutton Liberal Arts College: Kensington Adult Education Institute: South Kent College of Technology: St. Paul's College, Cheltenham: Bilston College of Further Education: Durham Technical College: Wensum Lodge, Norwick: Harrow College of Further Education.

In its pamphlet, "Local Centres Booklet: A guide for colleges considering study schemes linked to NEC", the NEC gives a brief description of the organising work required:

"Local Colleges running Saturday Seminars usually run up to five a year:

two in October - November;

two in February - March;

one in early May.

Seminars of 4 hours (10.30 - 12.30 and 1.30 - 3.30) are normal.

Organisation

The Local College appoints one of its staff as the Local Centre Organiser and at least one term before the Seminar he plans a

programme (in consultation with NEC) and appoints staff to take the relevant sessions. These staff will be provided with copies of the appropriate NEC course texts and NEC will provide a tutor briefing day at the Local College if it is requested.

The programme will specify dates, NEC courses covered and topics for seminars, fees payable to the Local College and registration procedures.

About 4-5 weeks before the seminar the Local Centre sends the programme to the NEC students in its area (names and addresses being supplied regularly by NEC). Students complete your registration slip and return it with their fee to your College."

Linked Courses

Since 1971 Barnet College has offered part-time day and evening classes, at which the students are supplied with NEC correspondence texts. These texts are supplied at print cost and the students are invited to work through the written assignments at their own pace. The teachers act as the correspondence tutors as well as the regular weekly class teachers, and in class they are free to develop areas outside the correspondence material. Students following this type of scheme have two advantages over their colleagues on a 'normal' part-time course. In addition to the classroom teaching they have a structured set of information on the whole course, and thus their learning is being fostered by two complementary methods. Secondly, if for any reason they have to miss one or more week's attendance, they can still keep up with the course by studying the correspondence material at home.

The College offers these linked courses in English and History at 'O' and 'A' level, in Sociology at 'A' level, and for the preparatory courses for the Open University. The cost to the student of such a course comprises the standard enrolment fee for the part-time course plus the cost of the NEC text (i.e. 'O' level text £5.40, 'A' level text £5.85, Open University preparatory text £4.50).

* * * * *

APPENDIX B

PROGRAMME FOR WEEKS C AND D

10.00 - 12.30		2.00 - 4.00	
SATURDAY, 4th MARCH, 1978 -	WEEK C	SATURDAY, 4th MARCH, 1978 -	WEEK C.
1. READING TO LEARN:	Dickens: "Oliver Twist" and "Hard Times"	1. READING TO LEARN:	Social Criticism: Carlyle and Ruskin
2. SOCIAL PSYCHOLOGY:	Perception	2. SOCIAL PSYCHOLOGY:	Attitudes and Attitude Change
3. SCIENCE FOR S100:	The Language of Chemistry	3. SCIENCE FOR S100:	The Language of Chemistry
4. ENGLISH LITERATURE 'A' LEVEL:	"Othello"	4. ENGLISH LITERATURE 'A' LEVEL:	"Pilgrim's Progress"
5. HISTORY/ECONOMIC HISTORY:	Wars and their causes	5. HISTORY/ECONOMIC HISTORY:	Social Change
6. SOCIOLOGY 'A' LEVEL:	Social Stratification	6. SOCIOLOGY 'A' LEVEL:	Social Stratification
7. ENGLISH LANGUAGE & LITERATURE 'O' LEVEL:	Comprehension - ("Over the Bridge")	7. ENGLISH LANGUAGE & LITERATURE 'O' LEVEL:	"A Choice of Poets"
8. BIOLOGY/HUMAN BIOLOGY:	Excretion I	8. BIOLOGY/HUMAN BIOLOGY:	Excretion II
9. MATHEMATICS:	Arithmetic Techniques	9. MATHEMATICS:	Use of Tables
10. ENGLISH DEGREE SEMINAR:	Wit and the lyric - developments from Sidney to Vaughan	10. ENGLISH DEGREE SEMINAR:	The late nineteenth Century novel
11. PSYCHOLOGY DEGREE SEMINAR:	Models of Mental Illness and/or maternal deprivation	11. PSYCHOLOGY DEGREE SEMINAR:	Models of Mental illness and/or maternal deprivation
SATURDAY, 13th MAY, 1978 -	WEEK D	SATURDAY, 13th MAY, 1978 -	WEEK D
1. READING TO LEARN:	D.H. Lawrence - poet and novelist	1. READING TO LEARN:	D.H. Lawrence - "The Rainbow"
2. SOCIAL PSYCHOLOGY:	Group behaviour	2. SOCIAL PSYCHOLOGY:	Conformity and Deviance
3. SCIENCE FOR S100 :	Language of Biology	3. SCIENCE FOR S100:	Language of Biology
4. ENGLISH LITERATURE 'A' LEVEL:	Henry IV, Part II	4. ENGLISH LITERATURE 'A' LEVEL:	Graham Greene: "The Power and the Glory"
5. HISTORY/ECONOMIC HISTORY:	Communism and Fascism I	5. HISTORY/ECONOMIC HISTORY:	Communism and Fascism II
6. SOCIOLOGY 'A' LEVEL:	Deviance	6. SOCIOLOGY 'A' LEVEL:	Religion
7. ENGLISH LANGUAGE & LITERATURE 'O' LEVEL:	Revision - "Far from the Madding Crowd"/ "Julius Caesar"	7. ENGLISH LANGUAGE & LITERATURE 'O' LEVEL:	Revision: "A Choice of Poets"
8. BIOLOGY/HUMAN BIOLOGY:	Reproduction I	8. BIOLOGY/HUMAN BIOLOGY:	Reproduction II
9. MATHEMATICS:	Introduction to Trigonometry	9. MATHEMATICS:	Trigonometry II
10. ENGLISH DEGREE SEMINAR:	Shakespeare: "Othello"	10. ENGLISH DEGREE SEMINAR:	Shakespeare: Henry IV, Part 2.
11. PSYCHOLOGY DEGREE SEMINAR:	Perception	11. PSYCHOLOGY DEGREE SEMINAR:	Perception

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APPENDIX C

APPENDIX C

I.B.N. 1351

LONDON BOROUGH OF BARNET

BARNET COLLEGE

WOOD STREET, BARNET, HERTS, EN5 4AZ

PRINCIPAL: E. FLETCHER, M.A., M.B.I.M.

TELEPHONE: 01-440 6321

OUR REF:

YOUR REF:

Dear

FlexiStudy

I expect that you have received your course material and perhaps started work on it. At the end of each study unit you will find a reading list and exercises and assignments to do. When it is indicated that an assignment should be sent to your tutor, send it to me at the College. I will mark it and return it to you as soon as possible.

As your tutor, it is my task to guide you through the course and help you to overcome any difficulties which you encounter. There are three ways in which we can communicate about your study problems. Firstly, we shall meet at group tutorials which will be held, every few weeks, at the College. Secondly, you have an opportunity to explain any problems you have in a letter, when you send written assignments to me. Thirdly, you can, if faced by an immediate study problem, get in touch with me by telephone at the College (01 440 6321 Extension: ..... or by leaving a message on the Record-a-Call (01 445 6068) if I am unavailable.

I would like to hold a group tutorial, as soon as possible, and would be grateful if you could let me know by ..... if any of the following dates and times are inconvenient:-

_____

_____

_____

I am looking forward to seeing you.

Yours sincerely,

(FlexiStudy Tutor)

APPENDIX D

STUDENT RECORD FORM

ASSIGNMENT / NAME OF STUDENT		A	B	C	D	E	F	G	H	I	J	K
1.	Date											
	Mark											
2.	Date											
	Mark											
3.	Date											
	Mark											
4.	Date											
	Mark											
5.	Date											
	Mark											
6.	Date											
	Mark											
7.	Date											
	Mark											
8.	Date											
	Mark											
9.	Date											
	Mark											
10.	Date											
	Mark											
11.	Date											
	Mark											
12.	Date											
	Mark											

LONDON BOROUGH OF BARNET
EDUCATION COMMITTEE

BARNET COLLEGE

REGISTER

FLEXI-STUDY

Academic Year 19

Name of Tutor .....

Subjects. .....

APPENDIX 6

CERTIFICATE

I, the undersigned Principal, or other officer responsible for registration, hereby certify that to the best of my knowledge and belief the entries made in this register are correct

.....

..... 19

I.B.N. 1321

Note: The completion of this register including the attendance summary is the responsibility of the Tutor

F/2c/77

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No.	NAME	FEE DETAILS				SCRIPTS ENTER					CANDIDATES OF TUTORIALS								
		Date	Rec No.	Amt.	No.	A	B	C	D	E	E	F	G	H	I	J	K	L	Attd
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			
12																			
13																			
14																			
15																			
16																			
17																			
18																			
19																			
20																			
		TOTAL																TOTAL	

TUTORIALS

ENTER DATES					TOTAL	
A	B	C	D	E	Attd.	C/Fwd.

TUTORIALS

ENTER DATES							TOTAL	
F	G	H	I	J	K	L	Attd.	C/Fwd.
							TOTAL	

No. of Tutorials .....

EXTERNAL SCRIPTS

No.	NAME	FEE DETAILS				ENTER DATES				DATES WHEN MARKED								
		Date	Rec No.	Amt.	No.	A	B	C	D	F	G	H	I	J	K	L	Mkd.	C. Fwd
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19																		
20																		
																TOTAL		

APPENDIX F

I.B.N. 1351

FLEXI-STUDY

CLAIM FOR PAYMENT

Month .....

Please submit claim the first week of each month for the previous calendar month

Name: .....

Subject(s) .....

Address: .....

If the total includes any substitution duties, please complete details on reverse side.

No. of Tutorials ..... @ £5.00 =

No. of Scripts Marked ..... @ £0.55 =

TOTAL CLAIM

I certify that I have personally performed the duties for which payment is claimed.

Signature of Tutor .....

Authorised by .....
(Head of Faculty)

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SUBSTITUTION DUTIES FOR:-

Name of Usual Tutor ..... **Subject(s)** .....

No. of Tutorials = ...

No. of Scripts Marked = ...

Name of Usual Tutor ..... **Subject(s)** .....

No. of Tutorials = ...

No. of Scripts Marked = ...

Name of Usual Tutor ..... **Subject(s)** .....

No. of Tutorials = ...

No. of Scripts Marked = ...

APPENDIX G

FLEXI - STUDY

I.B.N. 1351

CLAIM RECORD

Subject(s) .....

.....

FEES:-

Tutorials £5.00

Scripts £0.55

Tutor .....

	SCRIPTS			TUTORIALS			TOTAL		Contract No.	Date to L.B.B.
	No.	£	p.	No.	£	p.	£	p.		
SEPTEMBER										
OCTOBER										
NOVEMBER										
DECEMBER										
AUTUMN TERM										
JANUARY										
FEBRUARY										
MARCH										
SPRING TERM										
APRIL										
MAY										
JUNE										
JULY										
SUMMER TERM										
SESSION 19 /										

RECEIPTS

Balance B/Fwd. 1st Sept. 19 .....

No. of students:-

..... @ .....

..... @ .....

..... @ .....

Balance B/D 1st April 19 .....

No. of students:-

..... @ .....

..... @ .....

..... @ .....

PAYMENTS

Scripts

Tutorials

Course Materials

Admin. Expenses

Balance C/D 31st March 19

Scripts

Tutorials

Course Materials

Admin. Expenses

Balance C/Fwd. 31st Aug 19